

Course Description

Technology Training for Spartanburg School District Two

The purpose of these courses is to offer technology-specific short courses for teachers during the school year and summer. The short courses take place in computer labs where teachers are provided “hands-on” instruction in the use and application of classroom-relevant technology solutions. Courses are taught by computer-proficient educators who understand classroom applications.

The overall course objective is to provide teachers with the prerequisite skills to use and integrate technology effectively into classroom instruction. This objective implies mastery of an understanding of a) hardware and software b) specifics of software manipulation and c) the most effective techniques of applying software to the classroom environment. Individual short-course options each have specific objectives and performance dimensions that pertain to that content.

The course objectives incorporate the ISTE National Education Technology Standards and Performance Indicators which have been advocated by the State and adopted by Spartanburg School District Two. The current district strategic plan contains a component for teacher technology training with the goal of providing classroom-relevant technology instruction for all district teachers. Our district plan provides an outline of a detailed technology curriculum and expectations for all teachers. The courses are an integral part of that plan.

Course participants will meet for a total of 15 contact hours per course. Instruction is “hands-on” with teachers working at computers and instructors using an LCD projector or Promethean board for presentation purposes. Teachers meet individual performance standards, collaborate on projects, and develop student assignments as appropriate using learned techniques. Group size is monitored to allow maximum participation and interaction with the instructor and other participants.

The data used to derive the need for these courses is from teacher interest surveys as well as teacher assessments and portfolios in the EPortfolio Assessment System that indicates an interest in taking these courses and/or the need to learn technology and use it in the classroom. Each mini-course is supported by a summative evaluation which queries the teacher regarding effectiveness and relevance of the course.

Follow-up courses are offered during the summer to allow teachers to continue to expand on earlier knowledge. The on-going district technology program includes regular revisions and updates to allow teachers to progress along a continuum of ever greater skill in technology use and classroom application.

Evaluation Procedures

All courses are evaluated on the basis of successful completion of class projects, daily assignments, and fulfillment of performance dimensions. The grading scale is as follows:

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| 90-100 | A |
| 85-89 | B+ |
| 80-84 | B |
| 75-79 | C+ |
| 70-74 | C |
| 69 or below | F |
| Excessive absence | NC (no credit) |

Teachers are allowed only one absence per short-course and are required to complete make-up work and display content competency associated with that absence.

The impact of the course on participants will be gauged by means of improvement on the EPortfolio Assessment Levels, portfolios uploaded for each level, student technology assessment improvement, teacher observations in the classrooms by administrators and Academy peers and increase use of technology and integration.

Technology Training Workshop
Technology Level 1
 Spartanburg District 2 Schools



Course Goal: This workshop is the beginning level of training. Participants learn the basics of computers operations and concepts as indicated by the Level I ISTE teacher standards. The teacher will demonstrate a sound understanding of technology operations and concepts.

Mastery: 80% EPortfolio plus Portfolio upload requirements

| Level I | NETS Standard 1 | System Operation Skills |
|----------------|------------------------|---|
| | 1.a | Start up and shut down computer system and peripherals <ul style="list-style-type: none"> • Identify a computer system • Define and describe peripherals • Start up and safely shut down a computer |
| | 1.b | Identify and use icons, menus, and shortcuts on the desktop |
| | 1.c | Select and start an application and create a document |
| | 1.d | Name, save, retrieve, and revise a document <ul style="list-style-type: none"> • Open documents from various file locations • Rename documents • Create folders • Save documents to folders • Copy and paste documents from one location to another • Print documents |
| | 1.e | Use printing options <ul style="list-style-type: none"> • Print current page • Print certain pages ex. 1 – 5 • Print to fit |
| | 1.f | <ul style="list-style-type: none"> • Insert CD-ROM and find files on CD-ROM |
| | 1.g | Use the mouse right and left click options |
| | 1.h | Copy document from one location to another ex. Harddrive to flash drive |
| | 1.i | Create and name/ rename subdirectories/ folders |
| | 1.j | Save, open, close, and place documents inside subdirectories/ folders |
| | 1.k | Save to desktop, flash drive and my documents |
| | 1.l | Open and work with more than one application at a time |
| | 1.m | Close all programs and safely shut down the computer |
| Level I | NETS Standard 2 | Basic Hardware |
| | 2.a | Setup computer system and connect peripheral devices including mouse, keyboard, and printer |
| | 2.b | Protect and care for CD-ROMS and flash drives |
| | 2.c | Observe a clean work environment when using technology equipment |
| | 2.d | Make backup copies of key application and documents |
| | 2.e | Use self-help resources to diagnose and correct common hardware/ printing problems |
| Level I | NETS Standard 3 | Word processing/desktop publishing |
| | 3.a | Enter, edit, cut, copy, paste and move a block of text |
| | 3.b | Save and Save As. open, preview, and print documents |

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| | 3.c | Change text format and style, set margin, line spacing, tabs |
| | 3.d | Check spelling, grammar, and word usage |
| | 3.e | Create a header or footer |
| | 3.f | Insert date, time, page number |
| | 3.g | Create numbered or bulleted lists |
| | 3.h | Insert clip art into document |
| Level I | NETS Standard 4 | Internet Browser |
| | 4.a | Connect, login, retrieve a document, save a document to a specified location |
| | 4.b | Start the browser to access "home page" |
| | 4.c | Type a specific URL on the address line and go to a specific web site |
| | 4.d | Add a URL to a "favorites" or "bookmarks" list |
| | 4.e | Access a "search engine" (Yahoo, Lycos, etc.) and find sites related to a specific topic |
| | 4.f | Explain terms such as local area network, wide area network, access rights, security passwords, file server, acceptable use policy |
| Level I | NETS Standard 5 | Telecommunications |
| | 5.a | Connect to the Internet |
| | 5.b | Use Electronic Mail (compose, send, retrieve, read, respond) |
| | 5.c | Access and use resources on Internet and World Wide Web. |
| | 5.d | Attach a file and send as electronic mail |
| | 5.e | Create and use group addresses for electronic mail |
| Level I | NETS Standard 6 | Presentation/ Multimedia |
| | 6.a | Create a presentation using presentation software. Be aware of templates and wizards available. |
| | 6.b | Create electronic slides |
| | 6.c | Add and format text, backgrounds, graphics and picture to a slide or presentation |
| | 6.d | Use the slide sorter view to arrange slides |
| | 6.e | Run a presentation for an audience |
| | 6.f | Connect a video output device (LCD projector) to computer for large screen display |
| Level I | NETS Standard 7 | Instructional Applications |
| | 7.a | Coordinate use of hardware, software, and peripheral devices within the classroom |
| | 7.b | Teach, support, and supervise student use of technology |
| | 7.c | Integrate technology resources into lessons and learning activities |
| | 7.d | Integrate local information resources into lessons and learning activities |
| | 7.e | Integrate Internet resources into lessons and learning activities |
| | 7.f | Actively encourage and provide student use of all technology resources |

- I. **Software:**
Microsoft Word 2007
Internet
Outlook
PowerPoint 2007
Other software and materials as needed
- II. **Materials:**
Teacher-Made Tutorials and activities
- III. **Supplies Needed:**
Flash Drive for Storing Files

Technology Training Workshop
Technology Level 2
 Spartanburg District 2 Schools



I. Descriptive Information:

Course Goal: This workshop is the intermediate level of training. Participants learn Technology Operations and Concepts, Planning and Designing Learning Environments and Experiences, Teaching, Learning, and the Curriculum, Assessment and Evaluation, Productivity and Professional Practice, and Social, Ethical, Legal and Human Issues as indicated by the Level II ISTE teacher standards.

Prerequisite: Mastery Level I Technology Proficiency in EPortfolio – 80% plus Portfolio Requirements

| Level II 2000 | NETS Standard 1 | Technology Operations and Concepts |
|------------------|--------------------|---|
| | 1.a | Demonstrate introductory knowledge, skills, and understanding of concepts related to technology as described in the ISTE 2007 Standards for Students |
| | 1.b | Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies |
| | NETS Standard 2 | Planning and Designing Learning Environments and Experiences |
| | 2.a | Design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners |
| | 2.b | Apply current research on teaching and learning with technology when planning learning environments and experiences |
| | 2.c | Identify and locate technology resources and evaluate them for accuracy and suitability |
| | 2.d | Plan for the management of technology resources within the context of learning activities |
| | 2.e | Plan strategies to manage student learning in a technology-enhanced environment |
| Level II | NETS Standard 3 | Teaching, Learning, and the Curriculum |
| | 3.a | Facilitate technology-enhanced experiences that address content standards and student technology standards |
| | 3.b | Use technology to support learner-centered strategies that address the diverse needs of students |
| | 3.c | Apply technology to develop students' higher-order skills and creativity |
| | 3.d | Manage student learning activities in a technology-enhanced environment |
| Level II | NETS Standard 4 | Assessment and Evaluation |
| | 4.a | Apply technology in assessing student learning of subject matter using a variety of assessment techniques. |
| | 4.b | Use technology resources to collect and analyze data, interpret results, and communicate finding to improve instructional practice and maximize student learning. |
| | 4.c | Apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity |
| Level II | NETS Standard 5 | Productivity and Professional Practice |

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| | 5.a | Use technology resources to engage in ongoing professional development and lifelong learning |
| | 5.b | Continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning |
| | 5.c | Apply technology to increase productivity |
| | 5.d | Use technology to communicate and collaborate with peers, parents, and the larger community to nurture student learning. |
| Level II | NETS Standard 6 | Social, Ethical, Legal, and Human Issues |
| | 6.a | Model and teach legal and ethical practice related to technology use |
| | 6.b | Apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities |
| | 6.c | Identify and use technology resources that affirm diversity |
| | 6.d | Promote safe and healthy use of technology resources |
| | 6.e | Facilitate equitable access to technology resources for all students |
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Technology Training Workshop
Technology Level 3
 Spartanburg District 2 Schools



I. Descriptive Information:

Course Goal: This workshop provides participants with advanced applications and additional practice and reinforcement for the Level III mastery of skills for the Teacher Technology Proficiency.

Prerequisites: Level I and Level II Technology Mastery 80% plus portfolio requirement

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| Level III 2008 | NETS Standard 1 | Facilitate and Inspire Student learning and Creativity |
| | 1.a | Promote, support and model creative and innovative thinking and inventiveness <ul style="list-style-type: none"> I use technology to design student projects that require higher-level thinking skills I am aware of Bloom's Taxonomy and use it to create digital lessons that require higher-level thinking skills |
| | 1.b | Engage students in exploring real-world issues and solving authentic problems using digital tools and resources <ul style="list-style-type: none"> I can identify the technology skills and competencies future graduates will need to successfully participate in society I promote and can model emerging technologies such as podcasting, blogging, Skype, etc. I can direct students to online tutorials and learning resources |
| | 1.c | Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes <ul style="list-style-type: none"> I can promote student reflection using collaborative technology tools such as blogging, Skype, wikis, and other emerging technologies |
| | 1.d | Model collaborative knowledge construction by engaging in learning with students, colleagues, and other in face-to-face and virtual environments <ul style="list-style-type: none"> I can model collaborative knowledge construction by engaging in learning with students, colleagues and others in face-to-face and/or virtual environments. |
| Level III | NETS Standard 2 | Design and Develop Digital-Age Learning Experiences and Assessments |
| | 2.a | Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity <ul style="list-style-type: none"> I can design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity. In my class, I can model the use of digital tools and software to develop real life situations using tools and software such as Google Sketchup, Excel spreadsheets, MS Paint, Inspiration, Thinking Maps, etc. |
| | 2.b | Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress <ul style="list-style-type: none"> I can develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and |

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| | | assessing their own progress such as web quests, research-based assignments, etc. |
| | 2.c | <p>Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources</p> <ul style="list-style-type: none"> I can use technology resources to collect and analyze data, interpret results, and communicate finding to improve instructional practice and maximize student learning. I use data to differentiate instruction in my classroom. |
| Level III | 2.d | <p>Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching</p> <ul style="list-style-type: none"> I can use a computerized information system to keep track of basic student data and information. I can create assessments using tools such as rubrics, checklists, and benchmarks that allow me to objectively determine the quality of student work. |
| Level III | NETS Standard 3 | Model Digital-Age Work and Learning |
| | 3.a | <p>Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations</p> <ul style="list-style-type: none"> I can demonstrate fluency in the use of technology systems I transfer current knowledge to new technologies and situations |
| | 3.b | <p>Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation</p> <ul style="list-style-type: none"> I use collaborative digital tools and resources to communicate with peers, parents, and community that supports student success and innovation |
| | 3.c | <p>Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats</p> <ul style="list-style-type: none"> I can use a variety of digital-age media and formats to communicate relevant information and ideas effectively to students, parents and peers such as email, web pages, blogs, and newsletters |
| | 3.d | <p>Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning</p> <ul style="list-style-type: none"> I model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning. |
| Level III | NETS Standard 4 | Promote and Model Digital Citizenship and Responsibility |
| | 4.a | <p>Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources</p> <ul style="list-style-type: none"> I am aware and promote the Copyright and Fair Use Guidelines for Teachers. I advocate and model safe, legal, and ethical use of digital information and technology. I am aware and promote the SC K-12 Cyber Safety Standards I model and advocate the appropriate documentation of sources used for research |
| | 4.b | Address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources |

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| | | <ul style="list-style-type: none"> • I address the diverse needs of all learners • I provide equitable access to appropriate digital tools and resources |
| | 4.c | <p>Promote and model digital etiquette and responsible social interactions related to the use of technology and information</p> <ul style="list-style-type: none"> • I promote and model digital etiquette and responsible social interactions related to the use of technology and information |
| | 4.d | <p>Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools.</p> <ul style="list-style-type: none"> • I model cultural understanding and global awareness • I use digital-age communication and collaboration tools to promote and develop cultural understanding and global awareness |
| Level III | NETS Standard 5 | Engage in Professional Growth and Leadership |
| | 5.a | <p>Participate in local and global learning communities to explore creative applications of technology to improve student learning</p> <ul style="list-style-type: none"> • I participate in local and global learning communities to explore creative applications of technology to improve student learning |
| | 5.b | <p>Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others</p> <ul style="list-style-type: none"> • I exhibit leadership in my school by demonstrating a vision of technology infusion into the curriculum of all subjects. • I collaborate with my peers in the continued development of technology skills in our building and community |
| | 5.c | <p>Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning</p> <ul style="list-style-type: none"> • I stay abreast of current technology and research so that I make effective use of digital tools in support of student learning. |
| | 5.d | <p>Contribute to the effectiveness vitality and self-renewal of the teaching profession and of their school and community.</p> <ul style="list-style-type: none"> • I contribute to the vitality and my self-renewal of my teaching profession |
| Level III Terms | | Podcasting, vodcasting, Skype, webcam, streaming, webpage, simulation software, browser, blog, virtual environments, freeware, shareware, Acceptable Use Policy, copyright, fair use, equitable access, word processing, database, graphics, spreadsheets, presentation software, design themes, templates, storyboard, virtual reality, web publishing, citing references, plagiarism, author bias, anatomy of a web address, spreadsheet terminology, types of charts and their appropriateness, science probes, telecomputing, photo editing, desktop publishing, scanner, upload, download and transfer, |

Technology Training Workshop
Microsoft Access 2007
Spartanburg District 2 Schools



I. Descriptive Information:

Course Goal: This course is designed to acquaint participants with the use of Microsoft's database management system. Course participants will learn to input, edit, and verify data as well as sort, find, analyze, and report on information in the database.

II. Objectives:

- Participants will create fields for their database in tables and will become familiar with datasheet and design views.
- Participants will view created fields in forms and make necessary changes to the database using design view. Participants will enter data into the database in form view and become familiar with the term "record".
- Participants will find and replace records using the table and form in design and datasheet views.
- Participants will create queries based on their tables and form.
- Participants will print reports based on their tables and queries.
- Participants will create a letter in Microsoft Word and create a mail merge using their Access database.
- Participants will create their own database using the knowledge and information from the above requirements.

III. Software used:
Microsoft Access 2007

IV. Supplies needed:
Flash drive for saving files
Handouts

Technology Training Workshop
Internet Resources for the Classroom
Spartanburg District 2 Schools



I. Descriptive Information:

Course Goal: This workshop provides teachers with a broad overview of the Internet and its application as an educational resource in the curriculum.

Prerequisites: Basic knowledge of Microsoft Office and Computer Operations and Concepts.

II. Objectives:

- History of the Internet.
- Understand terminology such as local area network, wide area network, access rights, security passwords, file server, and acceptable use policy.
- Access and log onto the Internet with browser software.
- Locate web sites through search engines.
- Search Engine Evaluation
- Find and Save a document to a specified location.
- Type a specific URL on the address line and go to a specific web site.
- Understand Author Bias and the Web Address
- Understand author and site validation
- Use the Link command to find Internet Sleuths
- Mapping the Internet
- Bookmark favorite web sites and copy them to secondary storage devices.
- Copy and paste text and graphics from the web into a word processing document.
- Explore and navigate the Internet.
- Demonstrate citing sources from the Internet
- Discuss the District Two Acceptable Use Policy (AUP).
- Locate classroom resources available on the Internet.
- Demonstrate proficiency by creating a project integrating the Internet into your curriculum.
- Attend each workshop and satisfactorily complete all activities and assignments.
- Earn a certificate stating that the objectives and requirements of the workshop have been satisfactorily met.

III. Software:

Microsoft Word
Internet Explorer

IV. Materials:

Teacher-made tutorials and activities
Teacher Reference *Empowering Students with Technology*, Alan November 2001

V. Supplies:

A flash drive is needed for storing files

Technology Training Workshop
Email, Scheduling, and Calendar with Outlook
Spartanburg District 2



I. Descriptive Information:

Course Goal: The purpose of this workshop is to train teachers to manage their email and schedule events with Microsoft Outlook software.

Prerequisites: Basic word processing skill

II. Objectives:

- Learn the basics of the Calendar application and become familiar with Outlook terminology
- Use the Calendar view
- Schedule appointments and events
- Change Calendar settings
- Use Outlook Mail to manage your email
- Create Groups in Outlook
- Send and receive email
- Attach files to outgoing email
- Save and Open Attachments
- Forward email messages
- Reply to email messages
- Manage email messages
- Demonstrate proficiency by satisfactorily completing each activity and assignment.
- Attend each workshop.
- Earn a certificate stating that the objectives and requirements of the workshop have been satisfactorily met.

III. Software:

Microsoft Outlook

IV. Materials:

Master Your Computer: Outlook New Horizons
Teacher-made tutorials and activities

V. Supplies:

A flash drive is needed for storing files.

Technology Training Workshop
PowerPoint 2007
Spartanburg District 2 Schools



I. Descriptive Information:

Course Goal: The purpose of this workshop is to provide Spartanburg District Two employees with the knowledge and skill necessary for creating a presentation with Microsoft PowerPoint.

II. Objectives:

- View a PowerPoint presentation.
- Identify the parts of the PowerPoint window.
- Navigate through an existing presentation using several PowerPoint views.
- Create a presentation using a design template.
- Add transitions, build text, and build objects to presentations.
- Resize text and change its font.
- Add clip art to a presentation.
- Create an animated build effect.
- Save a presentation
- Print a presentation as a handout, outline and slide presentation.

- Create a presentation from scratch using the PowerPoint Rubric
- Resize text and change its font.
- Add transitions, build text, and build objects to presentations.
- Add clip art or images to a presentation using scanned images or Internet.
- Create a customized background.
- Create customized animation effect.
- Insert hyperlinks.
- Insert video and/sound clips.
- Set time the presentation
- Save and print the presentation.
- Present the presentation

- Apply computer skills acquired in the workshop by completing each assigned activity.
- Attend each session and complete all activities and assignments.
- Due to the nature of the hands-on concept of the workshop, any work missed must be made up to receive credit.
- Earn a certificate stating that the objectives of the workshop

III. Software:

PowerPoint 2007

IV. Materials:

Teacher-Made Handouts, Tutorials and activities.
PowerPoint Rubric

V. Supplies:

One flash drive is needed for storing files.

Desktop Publishing using Microsoft Publisher
WOW publications for Your Classroom
Desktop Publishing with Microsoft Publisher
Spartanburg District 2



I. Descriptive Information:

Course Goal: This workshop will provide an overview of Microsoft Publisher and its applications as an educational resource.

Prerequisites: Knowledge of basic word processing

II. Objectives:

- Review Windows Desktop area
- Creating a folder for saving work to the desktop or hard drive
- Introduction to Microsoft Publisher software
- Identify parts of the Publisher window
- Create publications that can be used in the classroom using Microsoft Publisher
- Import graphics and various fonts to design desktop publishing documents
- Save a document to the computer's desktop and/or flash drive.
- Customize the publications by inserting Word Art, clip art, and digital pictures to create documents from a blank page.
- Create various documents for classroom use/curriculum using Publisher's wizards.
- Demonstrate proficiency with Microsoft Publisher by creating a newsletter as a final project to be used in the teaching curriculum.
- Attend each workshop and satisfactorily complete all activities and assignments.
- Earn a certificate stating that the objectives and requirements of the workshop have been satisfactorily met.

III. Software:

Microsoft Publisher
Microsoft Word

IV. Materials:

Teacher-made tutorials and activities

V. Supplies:

A flash drive is needed for storing files.

Technology Training Workshop
Using Computer Peripherals & Emerging Technologies
Level III Workshop
Spartanburg District 2 Schools



I. Descriptive Information:

Course Goal: This workshop allows teachers to become familiar with various peripherals used for multimedia and instructional technology

Prerequisites: Participants should have basic computer knowledge.

II. Objectives:

- o Use a digital camera to take pictures.
- o Upload pictures to a folder you create on the computer hard drive or a flash drive
- o Photo edit the images by cropping, sizing, rotating
- o Save the image as a jpeg using a relevant name
- o Browse the Internet for free animated gifs
- o Save gifs and images from the Internet to your folder
- o Demonstrate knowledge of various image file types and their differences
- o Demonstrate knowledge of the ISTE Teacher Fair Use and Copyright Guidelines
- o Create a two column, 3 row table in Microsoft word
- o Insert pictures into a cell of the table in Microsoft Word
- o Size and align the inserted picture if necessary
- o Save the document in Microsoft Word. If using animated gifs, save as a web page html
- o Open the document in Internet Explorer to see the animation of the gif
- o Create a Skype account for use in the class www.skype.com
- o Use web cams to transmit video and voice data over the Internet using Skype
- o Use a scanner to capture images
- o Edit scanned images by cropping, sizing and rotating
- o Save scanned images to an appropriate file type
- o Insert edited scanned images into a Word document or other software application
- o Demonstrate knowledge of different drives by saving and retrieving files from various locations
- o Demonstrate proficiency by satisfactorily completing assigned activities and assignments.
- o Attend each workshop.
- o Earn a certificate stating that the objectives and requirements of the workshop have been satisfactorily met.

Equipment needed: digital cameras, webcam, page scanner

Software needs: photo editing software such as Photo Editor, Skype
camera and scanner softwares installed on computers

Supplies: A flash drive for storing files and images

**Technology Training Workshop
Web Page Design with FrontPage
Level II Workshop
Spartanburg District 2 Schools**



I. Descriptive Information:

Course Goal: This workshop allows teachers to create and design web pages using FrontPage. FrontPage is a user-friendly program which allows teachers to keep parents and students informed and involved in their learning through a dynamic, easily accessible resource. Learn the basics of FrontPage. Participants will learn to create a classroom webpage full of color, animation and most of all information. Participants will find how easy it is to create hyperlinks using FrontPage.

Prerequisites: Knowledge of basic word processing.

II. Objectives:

- Learn the basics and protocol of Web Page Design
- Become familiar with Web Page/Internet terminology
- Demonstrate understanding of the District Acceptable Use Policy as it relates to web pages and Internet use
- Use FrontPage 2003 software to generate various Web Page documents.
- Use FrontPage 2003 Web authoring tools to add hyperlinks, background sounds, and animated images to your Web Pages.
- Enhance Web Pages with various other FrontPage techniques.
- View Web Pages as they would appear on the World Wide Web using Internet Explorer
- Demonstrate proficiency by completing a project to incorporate the Internet into your teaching curriculum.
- Attend each session and satisfactorily complete all activities and assignments. Due to the nature of the hands-on concept of the workshop, any work missed must be made up to receive credit.
- Earn a certificate stating that the objectives of the workshop have been met.

III. Software:

Internet
FrontPage

IV. Materials:

Teacher-Made Tutorials and Activities.

V. Supplies:

One flash drive is needed for storing files.

Technology Training Workshop
Webquest: Web-Based Units for the Classroom
Spartanburg District 2 Schools



I. Descriptive Information:

Course Goal: This workshop allows teachers to create and/or improve teaching units based on effective use of resources available on the Internet. Teachers will learn how to develop WebQuests that integrate into their classroom grade level state standards. WebQuests development for use in the classroom will bring the technology integration into their classrooms to capture, invite, and maintain student interest in instruction.

Prerequisites: Basic Word Processing and Internet Skills

II. Objectives:

- Define WebQuests
- Understand the WebQuest Design Process
<http://webquest.sdsu.edu/designsteps/index.html>
- Search for WebQuest examples on the Internet
- Evaluate exceptional vs. ordinary WebQuests using a rubric
- Design a WebQuest based on a classroom unit of study
- Attend each session and satisfactorily complete all activities and assignments.
- Due to the nature of the hands-on concept of the workshop, any work missed must be made up to receive credit.
- Earn a certificate stating that the objectives of the workshop have been met.

III. Software:

Internet
Microsoft Word 2007

IV. Materials:

Teacher-Made Tutorials and Activities
WebQuest rubric

V. Supplies:

One flash drive is needed for storing files.

Technology Training Workshop
ACTIVBOARD for Elementary Teachers
Spartanburg District 2 Schools



I. Descriptive Information:

Course Goal: This workshop allows elementary teachers the opportunity to master use of the ACTIVboard and its software. Opportunities for learning, practicing and experimenting with and creating interactive lessons using the ACTIVboard will be part of this course. Teachers will bring the best of the technical world into their classrooms to capture, invite, and maintain student's interest in instruction.

Prerequisites: Basic Word Processing skill and introductory Activboard skill

II. Objectives:

- Introduction
- Analyze participants' level of experience with ActivBoard
- Features located within the toolbox
- Flipchart annotations
- Flipchart navigation
- Using tools in windows applications
- Editing selected annotations.
- Using special effects.
- Resources available in Activ software
- Saving flipcharts
- Use camera tool to create backgrounds
- Use audio recorder to create Podcasts
- Layers (magnifying glass & eraser)
- Adding links
- Reorder tool
- Using current PowerPoint Presentations as Flipcharts
- Activote and Slate features
- Share final products
- Attend each session and satisfactorily complete all activities and assignments. Due to the nature of the hands-on concept of the workshop, any work missed must be made up to receive credit.
- Earn a certificate stating that the objectives of the workshop have been met.

III. Software:

ActivStudio

IV. Materials:

Teacher-Made Tutorials and activities

V. Supplies:

One flash drive is needed for storing files

Technology Training Workshop
ACTIVBOARD for Secondary Teachers
Spartanburg District 2 Schools



I. Descriptive Information:

Course Goal: This workshop allows secondary teachers the opportunity to master use of the ACTIVboard. Opportunities for learning, practicing and experimenting with and creating interactive lessons using the ACTIVboard and software will be part of this course. Teachers will bring the best of the technical world into their classrooms to capture, invite, and maintain student's interest in instruction.

Prerequisites: Basic word processing and interactive white board skill

II. Objectives:

- Introduction
 - Analysis of participants' level of experience with ActivBoard.
 - Features located within the toolbox
 - Flipchart annotations
 - Flipchart navigation
 - Using tools in windows applications
 - Editing selected annotations
 - Using special effects
 - Resources
 - Saving flipcharts
 - Use camera tool to create backgrounds
 - Use audio recorder to create Podcasts
 - Layers (magnifying glass & eraser)
 - Adding links
 - Reorder tool
 - Using current PowerPoint Presentations as Flipcharts
 - Activote and Slate features
 - Share final products
 - Attend each session and satisfactorily complete all activities and assignments. Due to the nature of the hands-on concept of the workshop, any work missed must be made up to receive credit.
- Earn a certificate stating that the objectives of the workshop have been met.

III. Software:

ActivStudio

IV. Materials:

Teacher-made Tutorials and activities.

V. Supplies:

One flash drive is needed for storing files.

Technology Training Workshop
EXCEL 2007
Spartanburg District 2 Schools



I. Descriptive Information:

Course Goal: This workshop will provide participants with an introduction to Excel Terminology. Participants will learn the parts of a worksheet, saving and retrieving spreadsheets, selecting and formatting cells, using formulas and other tasks associated with Excel software.. Teachers will bring the best of the technical world into their classrooms to capture, invite, and maintain student's interest in instruction.

Prerequisites: Basic word processing skill

II. Objectives:

- Introduction
- Survey participants for level of experience with Excel.
- Features located on the toolbar
- Navigate the spreadsheet. Use the Goto Command
- Enter data in cell columns and rows
- Add, subtract, multiply and divide numbers using cell addresses
- Copy data
- Use the fill handle to copy formulas relative to the pull
- Format column and row headings
- Use Formulas for Sum, Averages and Count
- Understand the purpose of various chart types
- Create charts from entered data
- Place charts on the same page with spreadsheet, place charts on a separate page
- Rename tabs
- Save spreadsheets.
- Attend each session and satisfactorily complete all activities and assignments. Due to the nature of the hands-on concept of the workshop, any work missed must be made up to receive credit.

III. Earn a certificate stating that the objectives of the workshop have been met.

Software: Excel 2007

Materials:

Teacher-Made Tutorials and activities.

Supplies:

One flash drive is needed for storing files.

Technology Training Workshop
Podcasting
Spartanburg District 2 Schools



I. Descriptive Information:

Course Goal: This course explores the basics of beginning Podcasting school. inexpensive and included in the course. Participants will move in a sequential, step-by-step process to produce a Pod Cast and upload it to a website.

Prerequisites: Basic Computer Skills

II. Objectives:

- Introduction
- Survey Participants for level of experience
- Participants will be introduced to Audacity voice recording software
- Participants will understand sound file types and their appropriate use
- Participants will learn to insert tables into Microsoft Word
- Participants will learn to adjust the table properties in Microsoft Word
- Participants will learn to insert images into a Microsoft Word table
- Participants will learn to size their images that are inserted into Microsoft Word
- Participants will format the Podcast page in Microsoft Word
- Participants will learn to create podcasts for use in their classroom
- Participants will save the podcast as a wav and as an mp3
- Participants will learn to link their Podcasts to images for the web using Microsoft Word
- Participants will save their Microsoft Word Podcast page as an html file.
- Participants will share a project Podcast with the class using the Internet.
- Attend each session and satisfactorily complete all activities and assignments. Due to the nature of the hands-on concept of the workshop, any work missed must be made up to receive credit.
- Earn a certificate stating that the objectives of the workshop have been met.

III. Software:

Audacity
Microsoft Word
Internet

IV. Materials:

Teacher-Made Tutorials and activities.

V. Supplies:

One flash drive is needed for storing files.

VI. Equipment needed: Headsets with microphones for each participant.

Technology Training Workshop
Digital Storytelling/Movie Maker
Spartanburg District 2 Schools



I. Descriptive Information:

Course Goal: This course will show participants how to easily create a digital story using Windows Movie Maker. Still images, existing PowerPoints, streaming video clips, music, and voice narration can be combined and edited to create professional, digital media products. Movie Maker is quick and easy to use. It is a good tool for student projects.

Prerequisites: Basic Word Processing Skill

II. Objectives:

- Introduction
- Survey for participant level of experience
- Participants will create folders using Windows Explorer or My Computer
- Participants will use their Spartanburg Two username and password for United Streaming. Participants will create a login and password for United Streaming if they are a new user. Participants from other districts that have had a login and password will need to request their account be moved to Spartanburg Two.
- Participants will bookmark the United Streaming website.
- Participants will create a collection folder in Movie Maker
- Participants will pick a theme or research a topic to use in the class
- Participants will find, save and import still pictures into Movie Maker
- Participants will add titles in Movie Maker
- Participants will rip music from CD or Internet.
- Participants will download video clips from www.oneplacesc.org, South Carolina ETV home page.
- Participants will create a movie using the above skills
- Participants will learn the skill of embedding their created movie into PowerPoint presentation software
- Participants will save their project to CD
- Participants will share project electronically
- Attend each session and satisfactorily complete all activities and assignments. Due to the nature of the hands-on concept of the workshop, any work missed must be made up to receive credit.
- Earn a certificate stating that the objectives of the workshop have been met.

III. Software:

United Streaming features including video clips, pictures, music, etc.
Photo Editor
Movie Maker

IV. Materials:

Teacher-Made Tutorials and activities.

V. Supplies:

One flash drive is needed for storing files.
Microphone for recording
Scanner for scanning images

Appendix 3: Acceptable Use Policy

Technology Resources/Internet Use Policy Code IFBGA Issued 11/97

The Spartanburg District Two Board of Trustees believes that the Internet should be used in the schools to educate and to inform as a learning resource, similar to books, magazines, videos, and other information services. Any use of the Internet must be in support of education and research and be consistent with the educational objectives of Spartanburg District Two Schools. The acceptable technology use policy applies to all users of technology, including students, guests, and school district employees.

In the schools, student access to, and use of, the Internet will be available only through a teacher/staff account. It must only be used under teacher supervision and monitored as any other classroom activity. Direct supervision is required at all times. The Board believes that media specialists and teachers have a professional responsibility to work together to help students develop the intellectual skills needed to discriminate among information sources, to identify information appropriate to their age and developmental levels, and to evaluate and use information to meet their educational goals. The school district, however, cannot prevent the possibility that some users may access material that is not consistent with educational missions, goals, and policies of Spartanburg District Two Schools. Exploration and manipulation of resources is encouraged, but it is impossible to control all materials on a global network. It is impossible to predict with certainty what information students might locate. The electronic information available to students does not imply endorsement of the content by the District. The District will implement security measures to limit, to the greatest extent possible, Internet access only to sites that are suitable for educational use. In the event that a user discovers inappropriate information on the Internet, it is expected that the user will report the location to the teacher so that appropriate precautions may be taken to try to prevent other users from accessing the same web site.

Parents have the option of requesting that their child not be provided access to the Internet. To exercise this option, they will need to request this in writing at the start of each school year. Each school will keep these requests on file and notify the teachers accordingly.

The Board requires the Superintendent to define regulations for student exploration and use of electronic information resources. Such guidelines should address issues of privacy, ethical use of information with respect to intellectual property, illegal uses of the networks, and conditions of usage. The guidelines should strive to preserve student rights and to examine and use information to meet the educational goals and objectives of the district.

TECHNOLOGY RESOURCES

INTERNET USE

IFBGA*-R

In order to provide for the appropriate use of the Internet in keeping with the Spartanburg District Two Board of Trustees policy, the following "Acceptable Use Policy" has been developed. It requires student and parental agreements as well as employee and guest agreements. All computers having Internet access must be used in a responsible, efficient, ethical, and legal manner. Failure to adhere to this "Acceptable Use Policy" will result in revocation of access privileges and, for students, could result in disciplinary actions under school discipline codes. Some violations may also constitute a criminal or civil offense and may result in legal actions being taken.

Internet access is free and is a privilege. A responsible user of the Internet and school/district computer resources may keep access as long as the user is a staff member or student in the Spartanburg District Two School system.

A responsible user may use the Internet to:

1. Research assigned classroom projects;
2. Send electronic mail to other users;
3. Explore other computer accounts.

Unacceptable uses of the Internet which could lead to disciplinary actions include, but are not limited to, the following:

1. Using the Internet for any illegal purpose;
2. Using threatening, impolite, or abusive language;
3. Using and distributing vulgar or obscene material;
4. Using or distributing material protected by trade secrets;
5. Violating the rules of common sense or etiquette;
6. Changing computer files that do not belong to the user;
7. Sending or receiving copyrighted material without permission (violation of the copyright law);
8. Sharing his/her password with anyone;
9. Not reporting an inappropriate site to the teacher or supervisor;
10. Violating the statutes, policies, and regulations pertaining to privacy, transmitting telephone numbers or addresses for any reason; posting any personal contact information. (School numbers and addresses may be transmitted only with approval of school administrator);
11. Reposing (forwarding) personal communications without the author's prior consent;
12. Copying commercial software in violation of copyright laws;
13. Using the networks for financial gain, for commercial activity, political activity, or for any illegal activity;
14. Attempting to log on to the Internet using another person's account information;
15. Attempting to meet with anyone who has been contacted over the network;
16. Joining discussion or chat groups that do not have a legitimate educational function.

In addition, actions directed toward computer equipment that could lead to disciplinary or legal actions and that could be considered vandalism covered under the school or district's disciplinary codes include, but are not limited, the following:

1. Any change in Windows or other software files which require a technical services person to restore the system to its original condition;
2. Removing mouse ball and/or mouse;
3. Deliberate erasing or changing data and/or files;
4. Placing foreign objects such as paper clips in disk or CD-ROM drives;
5. Removing or altering placement of keyboard keys;
6. Introduction of a virus or any program which results in damage to the computer or software files;
7. Gaining unauthorized access to the District Two System or any other computer in the District Two system or going beyond authorized access;
8. Posting chain letters or engaging in "spamming." Spamming is defined as sending an annoying or unnecessary message to a large number of people.

Students in grades K5-12 will have access to the school district Internet connection only as part of instructional activities scheduled by the teachers. Students and parents must sign the "Acceptable Use Agreement" in order to gain authorized access to the school district Internet connection. Also, staff members and any guest users must sign an "Acceptable Use Agreement" for access as well. Principals at each school will be responsible for obtaining and filing Parental Consent Forms. A student must have an approved form on file prior to being allowed access to the Internet.

The principal at each school will designate a school level system administrator who will be responsible for coordinating the activities of all authorized users with access to the school district Internet connection. Such responsibilities will include, but are not limited to, the following:

1. Security issues such as user ID's and passwords;
2. Reporting of unintentional access to inappropriate Web sites by users;
3. Reporting of technical problems to the district Information Management Director;
4. Coordination of software installations on the systems, as approved by the district office.

Principals at each school must contact the District Office for approval before making software and equipment purchases and building modifications to accommodate computer systems.

Approved 1/98

TECHNOLOGY RESOURCES
INTERNET USE

IFBGA*-E(1)

STUDENT ACCEPTABLE USE AGREEMENT

Student Name _____ Grade _____

School _____

I have read the District Acceptable Use Policy. I agree to follow the rules contained in this Policy. I understand that if I violate the rules, my access can be terminated, and I may face other disciplinary measures. Some violations may also constitute a criminal or civil offense and may result in legal actions being taken.

Student Signature _____ Date _____

Parent or Guardian Section

I have read and counseled my student on the District Acceptable Use Policy. He/she will abide by the policy and school procedures.

I hereby release the district, its personnel, and any institutions with which it is affiliated, from any and all claims and damages of any nature arising from my child's use of, or inability to use, the District system, including, but not limited to claims that may arise from the unauthorized use of the system to purchase products or services.

I will instruct my student regarding any restrictions against accessing material that are in addition to the restrictions set forth in the District Two Acceptable Use Policy. I will emphasize to my student the importance of following the rules for personal safety. Furthermore, I will instruct my student that he or she should have no expectations of privacy when accessing the Internet.

I (*give permission*) (*refuse permission*) for my student to have access to the Internet and certify that the information contained in this form is correct.

Parent Signature _____ Date _____

Parent Name _____ Phone _____

Home Address _____

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**TECHNOLOGY RESOURCES
INTERNET USE**

IFBGA*-E(2)

EMPLOYEE ACCEPTABLE USE AGREEMENT

Name _____

Position _____

School or Department _____

I have read the District Two Acceptable Use Policy for technology resources. I agree to follow the rules contained in this policy. I understand that if I violate the rules, I may face disciplinary action in accord with district policy.

I hereby release the District, its personnel, and any institutions with which it is affiliated, from any and all claims and damages of any nature arising from my use of, or inability to use, the District system, including, but not limited to claims that may arise from the unauthorized use of the system to purchase products or services.

Signature _____ Date _____

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TECHNOLOGY RESOURCES

INTERNET USE

IFBGA*-E(3)

GUEST ACCEPTABLE USE AGREEMENT

Name _____

Address _____

Phone _____

I have read the District Acceptable Use Policy. I agree to follow the rules contained in this Policy. I understand my account may be terminated as follows:

My account may be terminated at any time upon notice to me. In this event, I will be given the opportunity to remove my personal files.

If my account is unused for more than 30 days, it may be terminated and my personal files removed without notice.

The purpose for which this account is provided is:

I agree to limit my use of my account to activities related to the above stated purpose.

I hereby release the district, its personnel, and any institutions with which it is affiliated, from any and all claims and damages of any nature arising from my use of, or inability to use, the District system, including, but not limited to claims that may arise from the unauthorized use of the system to purchase products or services.

Signature _____ Date _____

Guest Account authorized by _____

School or Department _____

(This space reserved for System Administrator)

Assigned User Name: _____

Assigned Temporary Password: _____

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TECHNOLOGY RESOURCES
INTERNET USE **IFBGA*-E(4)**

Suggested Cover Letter for Principals to Send

Dear Parents and Students:

Students will have access to the Spartanburg District Two Internet connections as part of instructional activities planned and scheduled by the teachers. With this educational opportunity also comes responsibility.

It is important that you and your child are familiar with the guidelines as stated in the Acceptable Internet Use Policy. When your child is given access to the Internet, it is extremely important that he/she follow the guidelines. Although we have established acceptable use policies, you should be aware that there might be unacceptable materials or communications on the Internet that your child may inadvertently access. We will take reasonable precautions to limit access to educationally sound information; however, we cannot fully control material on other computer systems.

Please read and discuss this information with your child. If you agree to allow your child to have Internet access, please sign the Acceptable Use Agreement Form and return it to your child's school.

Sincerely,

(School Principal)

Approved 1/98

Appendix 4: How E-Rate Areas Have Been Addressed

- A. The E-rate discount program requires that school district technology plans address the five areas enumerated below and that the district technology plan be approved by the SDE in order for E-rate discounts for telecommunications services and internal wiring to be claimed. The E-rate discount program recommends either a three- or five-year plan with annual updates. The Telecommunications Act of 1996, which created the E-rate program, does not specify a particular format or technical implementation. Districts are free to develop plans to address these requirements in any manner they wish, using any technology they deem appropriate. In addition, it is not necessary that school districts completely rewrite their technology plans every three or five years. An annual update that outlines what was accomplished during the year in terms of these five requirements and what will be accomplished in the new year, along with a revised budget for the upcoming fiscal year, will suffice.

The Telecommunications Act of 1996 stipulates the following:

1. The district technology plan must establish clear goals and a realistic strategy for using telecommunications and information technology to improve education and library services.
2. The district technology plan must have a professional development strategy to ensure that staff members know how to use the new technologies to improve education.
3. The district technology plan must include an assessment of the telecommunications services, hardware, software, and other services that will be needed to improve education.
4. The district technology plan must provide for a sufficient budget to acquire and maintain the hardware, software, professional development, and other services that will be needed to implement the strategy for improved education. Specifically, how does the district intend to fund those items of equipment, software, services, and training *not* covered by the E-rate discount? It is recommended that a plan for hardware refreshment be built into all district technology plans.
5. The district technology plan must include an evaluation process that enables the district and its schools to monitor progress toward the specified goals and make midcourse corrections in response to new developments and opportunities as they arise.

Appendix 5: Report on Progress

- A wide area network that provides Internet, intranet, email, and website service to all schools in the district
- T-1 lines for every school; the district office has two 3-mg. circuits: one internal and one external
- A Raptor firewall in operation with Windows 2000 network running sites
- 2,974 internet capable computers (2,544 desk tops, 280 teacher laptops, and 150 mobile laptop units)
- One full-time Systems Administrator, and full-time Instructional Technology Director, two Network Administrators and two full-time technicians.
- A district webpage with links, online course registration, and communication capabilities between teachers, students, and parents
- Each district school has its own webpage
- Developed shared network drives for all administrators, teachers, and students to use for collaboration and information exchange
- OdysseyLearning© instructional software in all elementary, middle, intermediate and junior high schools. Accessible from home.
- PLATO software in operation at both high schools for enrichment and remediation
- Computer laboratories in all schools
- Wireless mobile laptop labs in 5 out of 13 schools
- Full schedule of district technology training classes for teachers, staff, and community members during fall, spring, and summer semesters with over 175 teachers participating annually
- TestView is in place and used extensively by staff
- Upgraded SSD2 server, Firewall server, OdysseyLearning© server, and district servers
- Upgraded PLATO and OdysseyLearning© labs
- Replaced 400 computers
- School Messenger in all schools for timely communication with parents
- Upgraded phone system to provide phone access in all classrooms
- Increased access to technology equipment for the classroom – (Annual hardware inventory)
- Increased use in software use – (annual software usage reports)
- Certified staff in all 13 schools was assessed using the SC Department of Education Formula Grant assessment. This serves as a baseline for technology proficiency through EPortfolio and Proviso 1.40 Teacher Technology Proficiency
- All 8th grade students were assessed using the SC Department of Education Formula Grant assessment. This serves as a baseline assessment. The Federal No child Left Behind requirement states that by the 8th grade, all students will be proficient in technology. School year 2009 – 2010, students will use the EPortfolio system for student technology proficiency assessment.